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ABSTRACT

This study sought to identify what Oregon State System of Higher Education (OSSHE) 1994-95 baccalaureate graduates were doing 6 to 12 months following graduation. Results of the study, based on an overall response rate of slightly less than 40 percent (n=2,736), included the following: (1) about 80 percent were employed; 8 percent were continuing their education, 14 percent were combining work and advanced education; and 4 percent were seeking work; (2) majors in which respondents were employed at levels greater than the OSSHE average included engineering (93 percent), agriculture and forestry (93 percent), business (92 percent), computer science (93 percent), health-related fields (92 percent), and education (89 percent); majors which produced lower than average employment levels included mathematics and science (73 percent), liberal arts (79 percent), and social sciences (81 percent); (3) the cohort was employed in all sectors of the economy, including private business (59 percent), education (24 percent), government (13 percent), nonprofit organizations (2 percent), and self-employment (2 percent); (4) respondents took a wide range of jobs; (5) three-fourths of the cohort were employed in Oregon; (6) almost 40 percent of respondents were earning $25,000 or more; and (7) almost nine of ten respondents indicated that what they learned in college was helpful in performing their job. Sixteen data tables and graphs are included. (MAB)

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ED 419 481

One Year Later: The Status of 1994-95 OSSHE Bachelor's Graduates

Prepared for the
Oregon State Board of Higher Education

Oregon
STATE SYSTEM OF HIGHER EDUCATION

Office of Academic Affairs
P.O. Box 3175
Eugene, OR 97403

April 18, 1997

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Executive Summary

The study identifies what OSSHE baccalaureate graduates in 1994-95 were doing six to twelve months following graduation. Campuses worked with the Chancellor's Office to identify common questions and procedures to be integrated into existing data collection efforts. A total of 2,736 1994-95 graduates on the seven campuses returned mailed questionnaires. The seven institutions include: Eastern Oregon University (EOU), Oregon Institute of Technology (OIT), Oregon State University (OSU), Portland State University (PSU), Southern Oregon University (SOU), the University of Oregon (UO), and Western Oregon University (WOU). The overall response rate was slightly less than 40 percent, but individual campus response rates ranged from 20 percent to 97 percent.

What proportion of 1994-95 OSSHE graduates are employed?

More than eight out of ten of the 1994-95 bachelor's graduates are employed six to twelve months following graduation. About one in five is continuing their education (8 percent are continuing their education and another 14 percent are combining work with advanced education primarily in graduate or professional school). About 4 percent are not working but are seeking work.

Majors in which bachelor's graduates are employed at levels greater than the OSSHE average (84 percent) include engineering (93 percent), agriculture and forestry (93 percent), business (92 percent), computer science (93 percent), health-related fields (92 percent), and education (89 percent).

Majors in which bachelor's graduates are employed at levels lower than the OSSHE average include mathematics and science (73 percent), liberal arts (79 percent), and social sciences (81 percent).

These 1994-95 baccalaureate recipients are employed in all sectors of the economy, including private business (59 percent), public and private education (24 percent), government (13 percent), nonprofit organizations (2 percent), and self-employed (2 percent).

The majority of respondents (70 percent) are found in managerial and professional specialty occupations, such as managers, engineers, writers, social workers, and teachers.

These graduates take a wide range of jobs — 23 percent are managers in a variety of fields, 20 percent are teachers (15 percent at K-12 level and 5 percent at postsecondary institutions), 14 percent are engineers, computer or math scientists, 7 percent are in health-related fields, 6 percent are in agriculture/forestry/fisheries, 6 percent provide technical support, 5 percent are social workers, 8 percent provide administrative support, 5 percent have sales-related jobs, 3 percent hold service jobs, 2 percent hold construction and repair jobs, and 1 percent are writers, artists, or musicians.

Of those employed, three-fourths of 1994-95 bachelor's graduates from seven OSSHE institutions are employed in Oregon, ranging from 66 percent of UO graduates to 85 percent of PSU graduates.

One year after graduation, 21 percent of baccalaureate recipients are continuing their education (13 percent are enrolled and employed, and 8 percent are enrolled). Of those continuing their education, more than three-fourths are enrolled in graduate or professional schools, 11 percent are attending seminars or workshops, 3 percent are attending community colleges, and 9 percent are involved in other educational activities.

The median income range for 1994-95 bachelor's completers is between $15,000 and $24,999. Almost 40 percent were employed within a year of graduation at jobs earning $25,000 or more.

Those respondents more likely to complete an internship as part of the bachelor's degree majored in health-related fields (98 percent), education (76 percent), agriculture, forestry and environment (61 percent), engineering and computer science (50 percent), and other career-related majors such as architecture and journalism (67 percent). Those graduates least likely to have this opportunity majored in business (45 percent), math and sciences (39 percent), liberal arts (36 percent), and social sciences (40 percent).

Almost nine of ten respondents indicated that what they learned in college was helpful in performing their job.

OSSHE graduates rate highly the education they received. Based on their experiences since graduation, 16 percent of the bachelor's graduates rate the education they received as "excellent," 56 percent "very good," 20 percent "good," 7 percent "fair," and 1 percent "poor."

Graduates were asked to provide a reason for their rating. Their comments focus on several broad areas: academics, practical experience, teaching, academic advising, student services and administration, student finances, university finances, and the overall experience. The majority of responses are concentrated in four areas — 74 percent focus on some aspect of the academic program, 15 percent on the quality of instruction, 5 percent on the overall experience, and 3 percent on practical experience. Very few students (1 percent or less) discuss issues concerning student services, university finances, research facilities, or student finances. Overall, student comments tend to be positive about their academic program, the quality of instruction, practical experience, and their overall university experience. Students are less positive about academic advising, other student services, and fiscal issues.

Background

To obtain a better understanding of the results from earning a degree from one of Oregon's public four-year institutions, OSSHE recently completed two studies of its graduates. Both studies focused on the employment and socioeconomic achievement of graduates (including current workforce status, occupation, industry, geographic area of employment, and personal income), their student experiences (whether they completed an internship), and their satisfaction with the education received (including their overall rating of the quality of education received, and the helpfulness of their education in employment). These studies are part of the Oregon State System of Higher Education's (OSSHE) assessment and accountability program. The Chancellor's Office provided special project funds to support these assessment efforts.

This study sought to identify what OSSHE baccalaureate graduates in 1994-95 were doing six to twelve months following graduation. Campuses worked with the Chancellor's Office to identify common questions and procedures to be integrated into existing data collection efforts. A total of 2,736 1994-95 graduates on the seven campuses returned mailed questionnaires. The seven institutions include: Eastern Oregon University (EOU), Oregon Institute of Technology (OIT), Oregon State University (OSU), Portland State University (PSU), Southern Oregon University (SOU), University of Oregon (UO), and Western Oregon University (WOU). The overall response rate was slightly less than 40 percent but individual campus response rates ranged from 20 percent to 97 percent (Table 1). The second study, *Return on Investments: Employment Five and Ten Years Later,* identifies the longer-term consequences on employment of completing an advanced degree at the UO, OSU, and PSU.

Findings

What proportion of 1994-95 OSSHE graduates are employed?

More than eight out of ten of the 1994-95 bachelor's graduates are employed six to twelve months following graduation. About one in five is continuing their education (8 percent are continuing their education and another 14 percent are combining work with advanced education primarily in graduate or professional school). About 4 percent are not working but are seeking work (Table 2).

Do employment experiences vary by major and degree level?

Although 84 percent of bachelor's graduates are employed, employment experience varies by major with those earning degrees in career-specific programs more likely to be employed (Table 3).

- Majors in which bachelor's graduates are employed at levels greater than the OSSHE average (84 percent) include engineering (93 percent), agriculture and forestry (93 percent), business (92 percent), computer science (93 percent), health-related fields (92 percent), and education (89 percent).

- Majors in which bachelor's graduates are employed at levels lower than the OSSHE average include mathematics and science (73 percent), liberal arts (79 percent), and social sciences (81 percent).

Of those employed, graduates in some fields found fewer full-time employment opportunities.

- Bachelor's graduates employed part-time and seeking full-time employment are found in all fields; but greater proportions are found in education (15 percent), liberal arts (14 percent), and social sciences (12 percent).

In what occupations and industries do OSSHE graduates find employment?

These 1994-95 baccalaureate recipients are employed in all sectors of the economy, including private business (59 percent), public and private education (24 percent), government (13 percent), nonprofit organizations (2 percent), and self-employed (2 percent) (Table 4).

The majority of respondents (70 percent) are found in managerial and professional specialty occupations, such as managers, engineers, writers, social workers, and teachers (Table 5). These are occupations in which tremendous growth is projected for the next decade as the workforce aligns with the Information Age economy.

These graduates take a wide range of jobs — 23 percent are managers in a variety of fields, 20 percent are teachers (15 percent at K-12 level and 5 percent at postsecondary institutions), 14 percent are engineers, computer or math scientists, 7 percent are in health-related fields, 6 percent are in agriculture/forestry/fisheries, 6 percent provide technical support, 5 percent are social workers, 8 percent provide administrative support, 5 percent have sales-related jobs, 3 percent hold service jobs, 2 percent hold construction and repair jobs, and 1 percent are writers, artists, or musicians.

Where do OSSHE graduates find employment?

Of those employed, three-fourths of 1994-95 bachelor's graduates from seven OSSHE institutions are employed in Oregon, ranging from 66 percent of UO graduates to 85 percent of PSU graduates (Table 6). For bachelor's degree completers employed in Oregon, from five OSSHE institutions (OSU, PSU, WOU, SOU, EOU) almost eight in ten are employed in three economic regions — 54 percent in the Portland tri-county area (Washington, Multnomah, Clackamas), 14 percent in Benton, Lincoln, and Linn counties, and 11 percent in Marion, Polk, and Yamhill counties. The regional service provided by the

campuses is reflected in the number of graduates who take employment near their alma mater — 94 percent of PSU graduates are in the Portland region, 55 percent of SOU's graduates are in Jackson and Josephine counties, 38 percent of EOU's graduates are in Baker, Grant, Union, and Wallowa counties (Table 7).

What proportion of OSSHE graduates continue their education following degree attainment?

One year after graduation, 21 percent of baccalaureates are continuing their education (13 percent are enrolled and employed and 8 percent are enrolled) (Table 2). Of those continuing their education, more than three-fourths are enrolled in graduate or professional schools, 11 percent are attending seminars or workshops, 3 percent are attending community colleges, and 9 percent are involved in other educational activities (Table 8).

How much are OSSHE graduates earning?

The median income range for 1994-95 bachelor's completers is between $15,000 and $24,999. Almost 40 percent were employed within a year of graduation at jobs earning $25,000 and more (Table 9).

There are differences in personal income based on major for baccalaureate recipients.

- Less than 3 percent of the bachelor's graduates earn $50,000 or more. These higher wage jobs are concentrated in two fields — engineering (6 percent) and health related fields (19 percent).

- Three out of five bachelor's graduates earn $25,000 or less. These lower paying jobs are concentrated in several fields including agriculture and forestry (73 percent), math and sciences (71 percent), liberal arts (80 percent), and social sciences (78 percent) (Table 10).

What proportion of OSSHE graduates completed an internship?

About 50 percent of all bachelor's graduates were required to complete an internship, practicum, community project, or other work experience. There were wide campus differences with 100 percent of OIT graduates having this experience compared to lower participation at PSU (32 percent) and WOU (32 percent) (Table 11).

Those respondents more likely to complete an internship as part of the bachelor's degree majored in health-related fields (98 percent), education (76 percent), agriculture, forestry and environment (61 percent), engineering and computer science (50 percent) and other career-related majors such as architecture and journalism (67 percent). Those graduates least likely to have this opportunity majored in business (45 percent), math and sciences (39 percent), liberal arts (36 percent), and social sciences (40 percent) (Table 12).

How helpful was education to the workplace?

Almost 9 of 10 respondents indicated that what they learned in college was helpful in performing their job (Table 13). Respondents who majored in business, education, engineering, and health-related fields were more likely than graduates in agriculture, math and sciences, and social sciences to say that what they learned was helpful. Education graduates were the most positive.

How do OSSHE graduates rate the education they received?

OSSHE graduates rate highly the education they received. Based on their experiences since graduation, 16 percent of the bachelor's graduates rate the education they received as "excellent," 56 percent "very good," 20 percent "good," 7 percent "fair," and 1 percent "poor" (Table 14).

Liberal arts graduates tend to give lower ratings to their education. One in six bachelor's graduates in liberal arts fields, including humanities, fine arts, and foreign languages rated the education they received as "fair." These majors have somewhat lower employment and salary levels. A slightly lower assessment may reflect their frustration with finding appropriate employment (Table 15).

Graduates were asked to provide a reason for their rating. Slightly less than 2,000 of these graduates from four schools (EOU, OSU, UO, and SOU) provided written comments. Their comments focus on several broad areas: academics, practical experience, teaching, academic advising, student services and administration, student finances, university finances, and the overall experience. The majority of responses are concentrated in four areas — 74 percent focus on some aspect of the academic program, 15 percent on the quality of instruction, 5 percent on the overall experience, and 3 percent on practical experience. Very few students (1 percent or less) discuss issues concerning student services, university finances, research facilities, or student finances. Comments were classified as either positive, negative, or mixed. Overall student comments tend to be positive (46 percent positive, 27 percent mixed or neutral, and 27 percent negative) about their academic program, the quality of instruction, practical experience, and their overall university experience. Students are less positive about academic advising, other student services, and fiscal issues (Table 16).

The Focus on Academics. Student comments about academics cover a broad spectrum. Many speak to the overall quality of their academic program.

> *I feel I received an excellent education. Undergraduate courses are broad and diverse; graduate [courses] are directly job related.*
>
> *I feel I received a better education than most of the people I work with.*

Some students express concern about the lack of connection between their academic program and future employment.

I don't feel I have the skills to compete in the modern workforce.

Material learned in the classroom is not marketable to employers.

Other students, however, see a direct connection between their academic program and employment.

College was a very useful way to prepare me for a career.

It [my program] very adequately prepared me for my current job while giving me a broad range of studies to pursue.

Some students view their education in a broader context.

Broad-based education helps me accomplish my broad-based responsibilities.

My college education helped me learn how to use problem solving techniques, how to deal with people, and many ways of conducting myself in a professional manner.

The Importance of Faculty and Quality Instruction. Students identify that faculty and instruction have a major impact on the overall quality of their experience.

Professors knew their content and attempted to create successful learning events and environments.

Good learning atmosphere, teachers seemed to care about our education.

Many teachers feel research is more important than time in the classroom.

The impact of an individual faculty member also is evident. Students often identify a specific faculty member who "made all the difference" to their experience. Students appreciate the faculty who show a genuine interest in a student's success.

Teachers go a step beyond understanding knowledge to the application of the knowledge to real world scenarios.

I believe the quality of the instruction was high and they were interested in seeing people be successful.

I felt that certain professors were/are outstanding. They inspired both a true love of literature and of useful scholarship. I will always feel indebted to them.

I received excellent instruction. My instructors were animated, informed, and prepared as well as extremely personable.

Some students missed having this connection.

> *I wish that I had more one-on-one experiences with professors.*

The Desire for Practical Experience. Where opportunities were available to participate in internships and practicums, students comment favorably about how these experiences enhanced their academic program and prepared them for the job market.

> *I was given the opportunity to not only learn through books and the classroom, but also through projects done on and off campus.*

Approximately half the comments in this area, however, identify a lack of opportunity to gain practical experience.

> *Not enough practical application of skills to the business world.*
>
> *There should be more focus on internships, so that your education can be applied.*
>
> *My degree in psychology did not require practicum work. I wasn't prepared to do a specific job.*

Student Services and Finances. Students make few positive comments about academic advising and other student services. Some students feel information is lacking concerning academic program options and the skills necessary for employment.

> *Looking back, I wish my counselor would have encouraged me or at least suggested that I do an internship while I was in college. I would have greater employment potential.*

Students also are negative about seemingly unnecessary bureaucratic processes for such things as registration, parking, and program completion. Students express frustration that the institution does not communicate procedures and staff are often uninformed.

Budget and funding problems receive some attention. Students attribute these constraints to the impact of Measure 5. Comments note that, over a short period, class size increased, class offerings decreased, and programs were either eliminated or severely cut back. Simultaneously, their tuition substantially increased.

> *During my time . . . tuition doubled and the number of courses offered and their quality decreased.*

Some students express sympathy for the pressure faculty and staff work under due to fiscal constraints.

> *Budget cuts and funding problems made classes difficult to teach.*

The Overall University Experience. Students have generally positive comments about their overall university experience. Students identify the diverse opportunities available as part of their education.

> *My education background was made up of academics, athletics, extracurricular activities, and leadership opportunities.*

> *Although I had many diverse experiences in my 45+ years, my college education broadened my world view, increased my understanding of human relations, culture, and other various dynamics which shape interrelations.*

For some, the influence of their university experience will continue long after degree completion:

> *My education was much more than just an extension of the 3R's. I learned to think analytically, appreciate other people and their culture, and have a desire to keep learning.*

Summary and Conclusions

This study examined the more immediate outcomes for recipients of bachelor's degrees from seven public, four-year institutions in Oregon — EOU, OIT, OSU, PSU, SOU, UO, and WOU. Specifically, the study probed the employability of recent graduates, the numbers furthering their education in graduate or professional school, their evaluation of the quality of education received, and their experiences believed critical to their success in the workforce. All bachelor's graduates in 1994-95 from these institutions were sent a questionnaire.[1] Slightly more than 2,700 questionnaires were returned for a response rate of about 40 percent.

The premiums for earning a baccalaureate include employment and other opportunities. Within six to twelve months after completing a baccalaureate, the majority of the 1994-95 OSSHE graduates were either employed (71 percent), enrolled full-time in graduate or professional school (8 percent), or combining employment and graduate school (14 percent). Compared to the study of the advanced degree recipients five and ten years later, bachelor's graduates of 1994-95 are more likely to continue their education (22 percent compared to 1 percent of the advanced degree completers). This finding is consistent with employment projections for growth in jobs requiring a master's degree or higher and suggests that one in five bachelor's graduates needs to further their education to meet their career goals. For many occupations, a master's degree is becoming the entry-level credential. In 1983 31 percent of all jobs required education beyond high school. In 2005 — just eight years from now — slightly more than half will require the cognitive abilities associated with a higher education (National Alliance of Business,

[1] UO surveyed June 1994 graduates for this study.

Workforce Development Trends, Spring 1996). Knowledge workers have replaced manual workers at the core of the workplace.

OSSHE provides highly educated workers for Oregon's economy. Of the 1994-95 OSSHE baccalaureates, three-fourths took jobs in Oregon. The Portland metropolitan area attracted slightly more than half of those taking jobs in Oregon. All the institutions provide some graduates to this burgeoning area — 93 percent of PSU graduates, 43 percent of OSU graduates, 32 percent of WOU's graduates, 31 percent of OIT's graduates, 22 percent of SOU's, and 20 percent of EOU's graduates.[2]

Compared to the study of advanced degree completers from 1986-1991, more of the 1994-95 bachelor's graduates (75 percent) than advanced degree recipients (61 percent) remain in Oregon, and more bachelor's graduates (54 percent) than advanced degree completers (42 percent) take jobs in Portland.

About 51 percent of OSSHE baccalaureates completed an internship. The Oregon Business Council report, *Gaining a Competitive Advantage: The Need for Customer-Driven Higher Education* (June 1996, p. 4) recommends that higher education,

> Offer more practicum experience to students, and possibly faculty members, too, to make course work more relevant to real work and to give more new graduates the practical experience that employers prefer.

This study confirms that the availability of internships and other similar experiences varies widely by major.

As K-12 school reform and higher standards for college admission (PASS) are implemented in Oregon, the baccalaureate experience will need to reflect these changes. If high school graduates have internships and other work experience, will they be more or less likely to go straight to a four-year institution the fall following high school graduation? Peter F. Drucker recommends that, "High school graduates should work for at least five years before going on to college" (*Forbes*, March 10, 1997, p. 128). Of course, at present most high school graduates in Oregon go directly on to postsecondary or higher education the fall immediately following their spring graduation. If entering freshmen — the traditional 18-year-old or Drucker's 24-year-old — come to college with work experience and prepared at higher standards, the structure and content of higher education must change accordingly.

Student expectations for the baccalaureate experience varies. The written comments of graduates confirm that OSSHE students have different expectations for the baccalaureate experience. Some regard the baccalaureate as job training; whereas, others regard it in more amorphous terms such as "learning how to learn" or "expanding one's horizons." The relationship between majors and jobs is more apparent for some fields — those who major in engineering become engineers and those who major in education

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[2] No comparable data by UO.

become educators. What do liberal arts majors become? This question is a puzzle to be solved by majors in pure disciplines such as humanities, science, mathematics, and foreign language. Liberal arts, social sciences, and math and science graduates are more likely to be enrolled in graduate or professional school than business or engineering majors within a year after earning a baccalaureate. From these data, we know that liberal arts graduates have lower employment rates, are more likely to describe themselves as "employed part-time and seeking full-time employment," and were less likely to complete an internship as part of their program. Some graduates expressed concern that programs should provide opportunities to connect knowledge and methods with problems encountered in the workplace.

Employers concur and emphasize the importance of work experience in addition to specialized knowledge and higher-order thinking abilities (e.g., communication, problem solving, math and writing skills, teamwork skills) in their selection of graduates for professional positions (Oregon Business Council, 1996). The hallmark of the liberal arts degree is the development of some of these enduring intellectual abilities — critical thinking, problem solving, and writing skills. However, these may be used and interpreted in the academic context quite differently from the employment situation. In order to assist OSSHE graduates with this important transition, some changes in the baccalaureate program may be needed.

Table 1

Representativeness of Survey Respondents
1994-95 OSSHE Baccalaureate Graduates

	Questionnaires Mailed	Survey Respondents	
		N	%
UO*	1,236	436	35.3%
OSU	2,107	1,030	48.9%
PSU	1,752	625	35.7%
WOU	691	196	28.4%
SOU	606	128	21.1%
EOU	367	73	19.9%
OIT	257	248	96.5%
Total	7,016	2,736	39.0%

* UO population consists of June 1994 completers

Source: OSSHE Office of Academic Affairs, "One Year Later: The Status of 1994-95 OSSHE Bachelors Graduates, Survey of Employment and Satisfaction of Graduates of OSSHE Institutions", January 1997

Table 2 *

Employment Experiences by Campus
1994-95 OSSHE Baccalaureate Recipients

	UO	OSU	PSU	WOU	SOU	EOU	OIT	Total
	%	%	%	%	%	%	%	%
Employed	73.0	66.2	70.1	79.6	70.0	71.3	86.7	71.2
Employed & Enrolled	7.6	20.9	11.1	13.1	8.9	13.7	NA	12.5
Enrolled	9.2	7.1	8.5	4.7	14.4	12.3	6.2	8.5
Not Employed	10.2	5.8	10.3	2.6	6.7	2.7	7.1	7.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

* UO population consists of June 1994 completers and no comparable question asked on the OIT survey. Weighed Distribution percentages

Source: OSSHE Office of Academic Affairs, "One Year Later: The Status of 1994-95 Bachelor Graduates, Survey of Employment and Satisfaction of Graduates of OSSHE Institutions", January 1997.

Employment Experiences by Campus
1994-95 OSSHE Baccalaureate Recipients

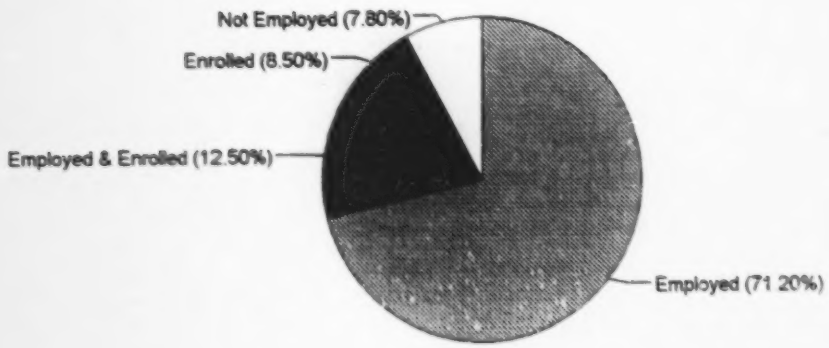

Table 3

Employment Experiences by Major
1994-95 OSSHE Baccalaureate Recipients

	Ag/ Forestry	Business	Education	Engr/ Computing	Math/ Sciences	Liberal * Arts	Soc Sci	Health Related	Other/ Unknown	Total
	%	%	%	%	%	%	%	%	%	%
Employed	73.3	85.9	72.6	84.2	58.9	65.6	65.9	77.0	68.1	71.1
Employed & Enrolled	20.0	6.2	15.6	8.6	13.7	13.1	15.1	15.3	13.1	12.6
Enrolled	3.3	3.7	6.1	4.6	15.2	10.6	10.5	4.8	8.3	8.3
Not Employed	3.3	4.3	5.7	2.6	12.2	10.8	8.6	2.9	10.5	8.0
Total	99.9	100.1	100.0	100.0	100.0	100.1	100.1	100.0	100.0	100.0

* Liberal Arts includes humanities, fine & performing arts, foreign language.
Weighed Distribution Percentages

Source: OSSHE Office of Academic Affairs, "One Year Later: The Status of 1994-95 OSSHE Bachelors Graduates, Survey of Employment and Satisfaction of Graduates of OSSHE Institutions", January 1997.

Graduates Employed and/or Enrolled Within Year Following Graduation

Table 4

Employment by Economic Sector

	Percent
Private Business	59.0%
Education (public and private)	24.0%
Government	13.0%
Nonprofit Organizations	2.0%
Self-Employed	2.0%

Source: OSSHE Office of Academic Affairs, "One Year Later: The Status of 1994-95 OSSHE Bachelors Graduates, Survey of Employment and Satisfaction of Graduates of OSSHE Institutions", January 1997.

Employment by Economic Sector

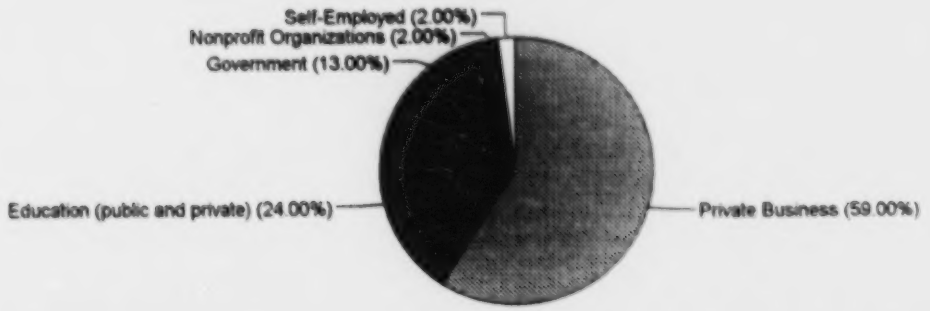

Table 5

Employment by Occupation Type

	Number	Percent
Managerial	1732	70.1%
Tech/Sales/Ad Support	468	19.0%
Service	82	3.3%
Other	187	7.6%
Total	2469	100.0%

Source: OSSHE Office of Academic Affairs, "One Year Later: The Status of 1994-95 OSSHE Bachelors Graduates, Survey of Employment and Satisfaction of Graduates of OSSHE Institutions", January 1997.

Employment by Occupation Type

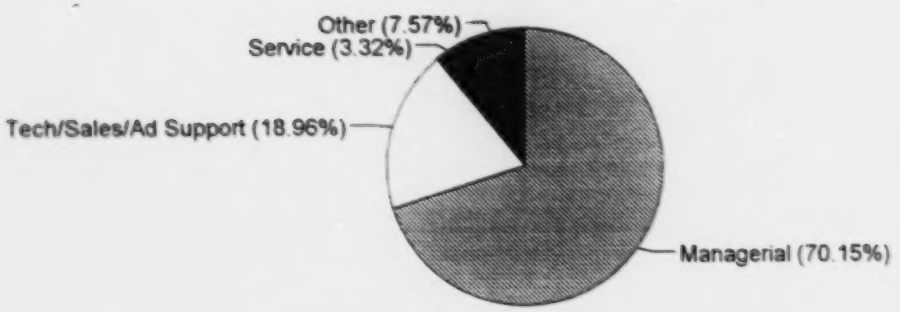

Table 6

Oregon Employment by Campus
1994-95 OSSHE Baccalaureate Recipients

	UO %	OSU %	PSU %	WOU %	SOU %	EOU %	OIT %	OSSHE Total %
Work In State	65.9	77.0	84.9	77.0	76.3	69.2	77.0	74.8
Work Out of State	34.1	23.0	15.1	23.0	23.7	30.8	23.0	25.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Percentage of OSSHE Total	31.6	27.8	20.3	7.8	6.3	3.5	2.7	100.0

Note: UO population consists of June 1994 completers.
Weighted Distribution Percentages.

Source: OSSHE Office of Academic Affairs, "One Year Later: The Status of 1994-95 OSSHE Bachelors Graduates, Survey of Employment and Satisfaction of Graduates of OSSHE Institutions", January 1997.

Oregon Employment, by Campus
1994-95 OSSHE Baccalaureate Recipients

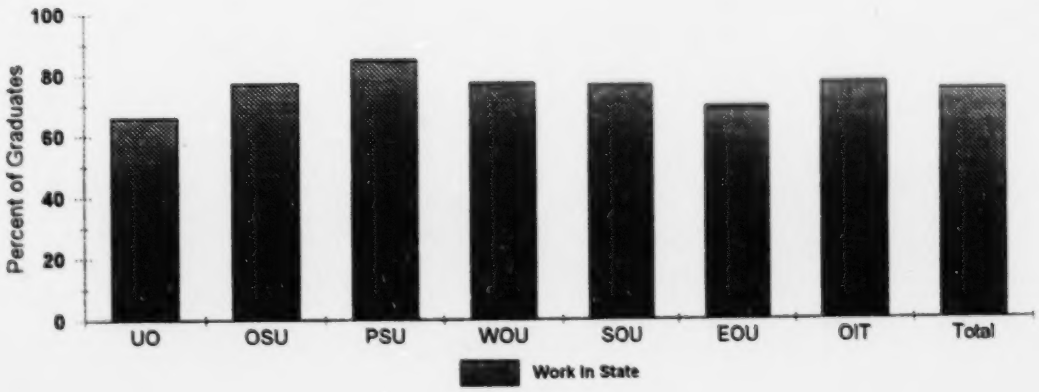

Table 7

Oregon Employment by Campus (OSU, PSU, WOU, SOU, EOU) *
1994-95 OSSHE Baccalaureate Recipients

(Percentage Within Institution)

	OSU %	PSU %	WOU %	SOU %	EOU %	OSSHE Total %
Portland Metro (3 counties)	43.4	93.0	32.1	21.9	20.0	54.1
Clatsop, Tillamook	0.9	0.3	1.9	1.6	0.0	0.9
Marion, Polk, Yamhill	10.9	2.3	38.5	4.7	8.9	10.8
Benton, Lincoln, Linn	26.6	1.7	9.6	3.1	6.7	13.6
Lane	5.7	0.3	4.5	1.6	2.2	3.3
Douglas	0.7	0.0	1.9	1.6	0.0	0.7
Coos, Curry	1.2	0.0	3.2	1.6	2.2	1.1
Jackson, Josephine	2.6	0.3	1.9	54.7	2.2	6.8
Gilliam, Hood River, Sherman, Wasco, Wheeler	0.9	1.0	1.3	3.1	4.4	1.4
Crook, Deschutes, Jefferson	4.7	0.3	2.6	3.1	4.4	2.9
Klamath, Lake	1.0	0.0	1.3	3.1	0.0	0.9
Morrow, Umatilla	0.3	0.3	0.0	0.0	8.9	0.7
Baker, Grant, Union, Wallowa	0.7	0.3	0.0	0.0	37.8	2.4
Harney, Malheur	0.4	0.0	1.3	0.0	2.2	0.5
Total	100.0	99.8	100.1	100.1	99.9	100.1
Percentage of OSSHE Total	42.3	31.0	11.9	9.6	5.3	100.0

* No comparable question asked on the UO and OIT surveys.
Weighted Distribution Percentages

Source: OSSHE Office of Academic Affairs, "One Year Later: The Status of 1994-95 OSSHE Bachelors Graduates, Survey of Employment and Satisfaction of Graduates of OSSHE Institutions", January 1997.

Table 8

Continuing Education
1994-95 OSSHE Baccalaureate Recipients
(Percentage Within Institution)

	UO %	OSU %	PSU %	WOU %	SOU %	EOU %	OIT %	OSSHE Total %
Graduate Degree	61.4	41.5	55.0	60.0	66.7	48.8	100.0	55.4
Professional School	38.6	13.8	30.0	0.0	8.3	0.0	0.0	22.7
Postbaccalaureate	—	7.6	0.0	6.2	2.8	7.3	0.0	3.0
Community College *	—	2.4	10.0	12.3	2.8	0.0	0.0	3.8
Apprenticeship *	—	2.1	0.0	3.1	2.8	2.4	0.0	1.1
Seminars, Workshops *	—	27.0	5.0	0.0	5.6	31.7	0.0	10.0
Other Education *	—	5.5	0.0	18.5	11.1	9.8	0.0	4.0
Total	100.0	99.9	100.0	100.1	100.1	100.0	100.0	100.0
Percentage of OSSHE Total	31.6	27.8	20.3	7.8	6.3	3.5	2.7	100.0

* UO population consists of June 1994 completers. Comparable questions did not provide full range of response options.

Source: OSSHE Office of Academic Affairs, "One Year Later: The Status of 1994-95 OSSHE Bachelors Graduates, Survey of Employment and Satisfaction of Graduates of OSSHE Institutions", January 1997.

Table 9

Annual Income from Wages and Salary
1994-95 OSSHE Baccalaureate Recipients

	UO %	OSU %	PSU %	WOU %	SOU %	EOU %	OIT %	Total OSSHE %
< $14,999	37.5	32.3	27.3	25.0	24.4	40.6	1.8	31.3
$15,000 - $24,999	37.5	27.1	29.7	40.3	40.5	26.6	14.2	32.4
$25,000 - $34,999	20.3	23.9	27.4	26.4	20.3	12.5	59.3	24.0
$35,000 - $49,999	4.7	13.2	11.5	6.9	9.5	7.8	23.0	9.5
> $50,000	0.0	3.4	4.2	1.4	5.4	12.5	1.8	2.7
Total	100.0	99.9	100.1	100.0	100.1	100.0	100.1	99.9

Note: UO population consists of June 1994 completers.
Weighted Distribution Percentages

Source: OSSHE Office of Academic Affairs, "One Year Later: The Status of 1994-95 OSSHE Bachelors Graduates, Survey of Employment and Satisfaction of Graduates of OSSHE Institutions", January 1997.

Annual Income from Wages and Salary
1994-95 OSSHE Baccalaureate Recipients

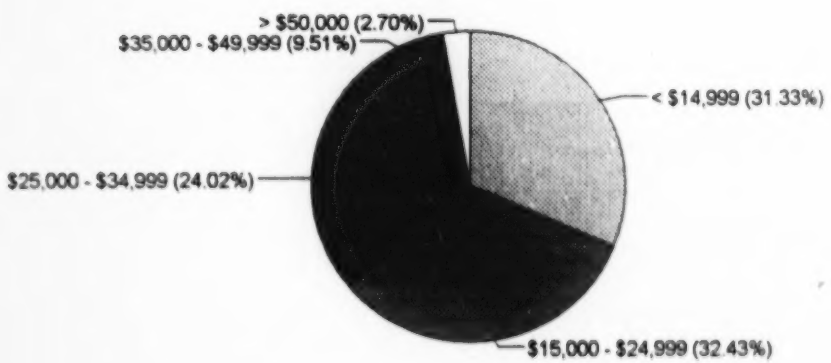

Table 10

Annual Personal Income from Wages and Salary by Major
1994-95 OSSHE Baccalaureate Recipients

	Ag/ Forestry %	Business %	Education %	Engr/ Computing %	Math/ Sciences %	Liberal * Arts %	Soc Sci %	Health Sciences %	Other/ Unknown %	Total %
< $14,999	42.0	9.0	21.1	4.9	37.5	56.2	40.7	12.6	37.0	31.4
$15,000 - $24,999	30.9	36.4	35.3	12.1	34.3	23.9	37.4	20.7	37.3	32.3
$25,000 - $34,999	22.2	39.1	36.0	48.6	17.8	17.3	14.6	26.3	15.8	24.1
$35,000 - $49,999	4.9	12.9	6.7	28.1	8.9	2.3	6.5	21.1	6.8	9.6
> $50,000	0.0	2.5	1.0	6.2	1.5	0.2	0.8	19.3	3.1	2.6
Total	100.0	99.9	100.1	99.9	100.0	99.9	100.0	100.0	100.0	100.0

* Liberal arts includes humanities, fine & performing arts and foreign language.

Source: OSSHE Office of Academic Affairs, "One Year Later: The Status of 1994-95 OSSHE Bachelors Graduates, Survey of Employment and Satisfaction of Graduates of OSSHE Institutions", January 1997.

Annual Personal Income from Wages and Salary by Major
1994-95 OSSHE Baccalaureate Recipients

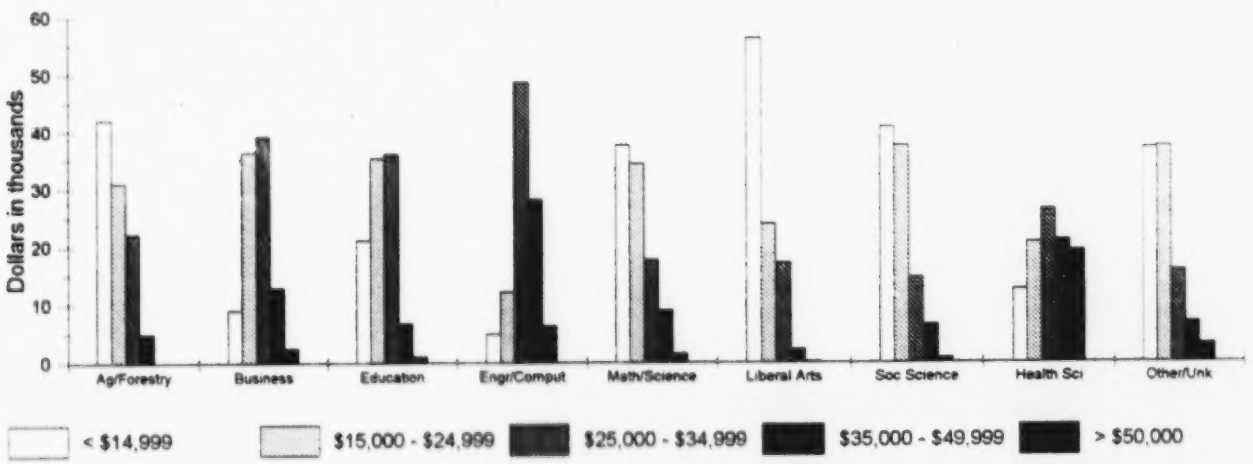

Table 11

Internships by Campus
1994-95 OSSHE Baccalaureate Recipients

	UO %	OSU %	PSU %	WOU %	SOU %	EOU %	OIT %	OSSHE Total %
Included Practical Experience								
Yes	54.9	54.0	31.8	32.0	59.6	56.9	100.0	49.8
No	45.1	46.0	68.2	68.0	40.4	43.1	0.0	50.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: UO population consists of June 1994 completers

Source: OSSHE Office of Academic Affairs, "One Year Later: The Status of 1994-95 OSSHE Bachelors Graduates, Survey of Employment and Satisfaction of Graduates of OSSHE Institutions", January 1997.

Internships by Campus
1994-95 OSSHE Baccalaureate Recipients

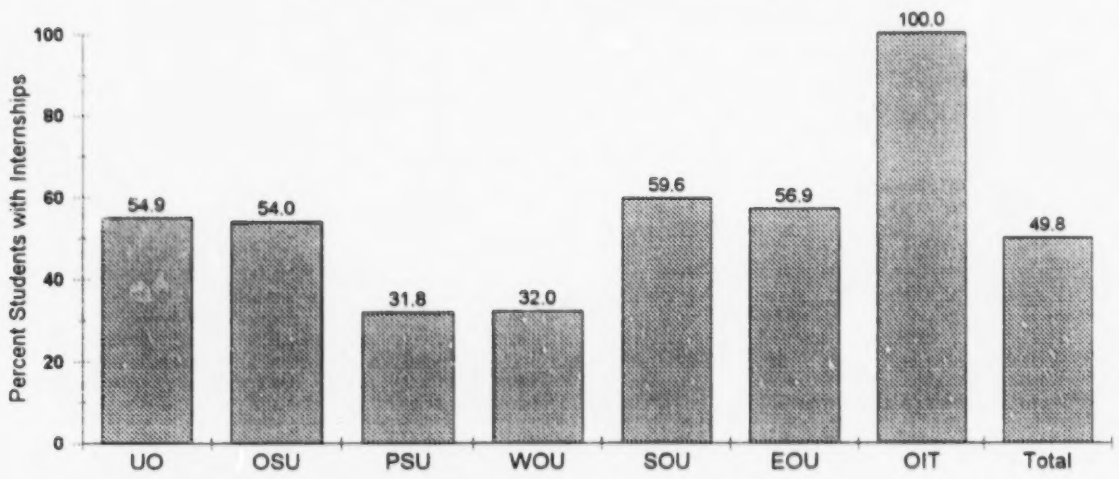

Table 12

Internships by Major
1994-95 OSSHE Baccalaureate Recipients

	Ag/ Forestry	Business	Education	Engr/ Computing	Math/ Sciences	Liberal * Arts	Soc Sci	Health Related	Other/ Unknown	All Average
	%	%	%	%	%	%	%	%	%	%
Included Practical Experience										
Yes	60.7	44.7	75.5	50.1	39.2	35.6	39.5	98.3	66.3	50.7
No	39.3	55.3	24.5	49.9	60.8	64.4	60.5	1.7	33.7	49.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

* Liberal arts includes humanities, fine and performing arts, and foreign language.
Weighted Distribution Percentages

Source: OSSHE Office of Academic Affairs, "One Year Later: The Status of 1994-95 OSSHE Bachelors Graduates, Survey of Employment and Satisfaction of Graduates of OSSHE Institutions", January 1997.

Internships by Major
1994-95 OSSHE Baccalaureate Recipients

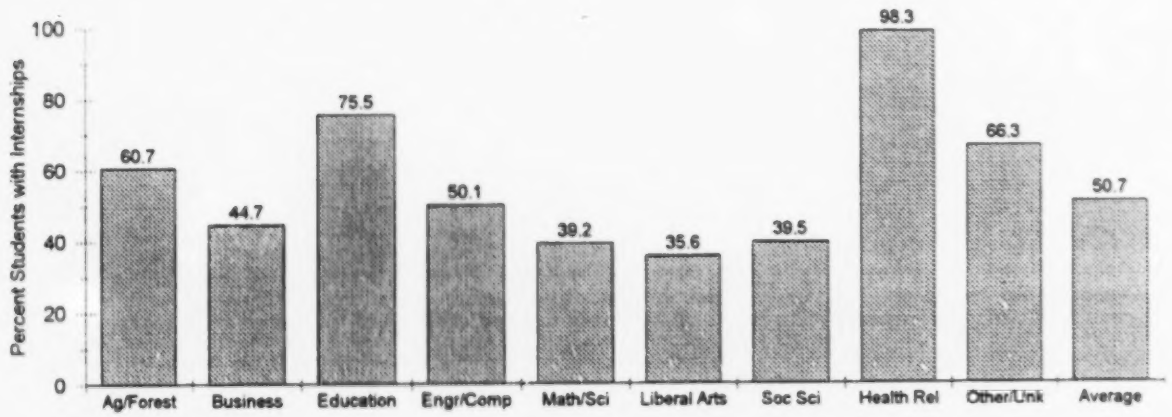

Table 13

Helpfulness of Education in Performing Job
1994-95 OSSHE Baccalaureate Recipients
(Percentage Within Institution)

	OSU %	PSU %	WOU %	SOU %	EOU %	OSSHE Total %
Very Helpful	41.2	24.7	15.2	34.6	32.8	31.9
Helpful	NA	34.2	59.2	21.8	32.8	21.4
Somewhat Helpful	43.1	32.1	23.4	32.1	29.7	35.6
Not Very Helpful	11.8	NA	2.2	5.1	3.1	5.9
Not Helpful at All	3.9	8.9	NA	6.4	1.6	5.1
Total	100.0	99.9	100.0	100.0	100.0	99.9

Note: No comparable question asked on the UO and OIT surveys
Weighted Distribution Percentages

Source: OSSHE Office of Academic Affairs, "One Year Later: The Status of 1994-95 OSSHE Bachelors Graduates, Survey of Employment and Satisfaction of Graduates of OSSHE Institutions", January 1997.

Helpfulness of Education in Performing Job
1994-95 OSSHE Baccalaureate Recipients
(Percentage Within Institution)

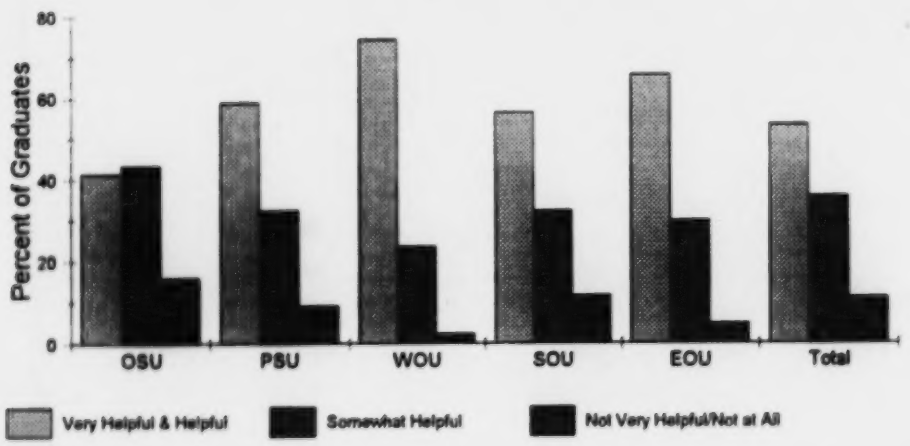

Table 14

Rating of Education by Campus
1994-95 OSSHE Baccalaureate Recipients (6 campuses)

	UO %	OSU %	PSU %	WOU %	SOU %	EOU %	Total %
Excellent	22.0	10.6	12.9	7.7	21.5	37.5	16.2
Very Good	68.3	56.0	46.5	50.8	40.9	33.3	55.8
Good	0.0	27.5	30.9	35.9	28.0	23.6	19.8
Fair	8.3	5.7	8.8	5.6	7.5	5.6	7.3
Poor	1.5	0.2	0.9	0.0	2.2	0.0	0.9

Note: UO population consists of June 1994 completers.
No comparable question asked on OIT survey.

Source: OSSHE Office of Academic Affairs, "One Year Later: The Status of 1994-95 OSSHE Graduates, Survey of Employment and Satisfaction of Graduates of OSSHE Institutions", January 1997.

Rating of Education by Campus
1994-95 OSSHE Baccalaureate Recipients (6 campuses)

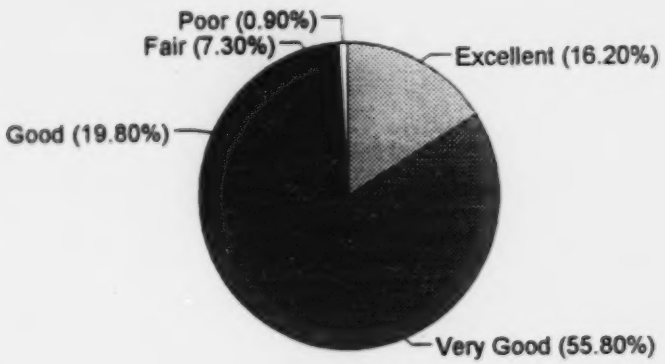

Table 15

Rating of Education by Discipline
1994-95 OSSHE Baccalaureate Recipients

	Ag/ Forestry %	Business %	Education %	Engr/ Computing %	Math/ Sciences %	Liberal Arts %	Soc Sci %	Health Related %	Other/ Unknown %	All Average %
Excellent	13.5	11.0	14.9	12.7	19.6	20.2	11.7	13.6	22.7	16.2
Very Good	51.7	63.4	52.7	63.1	53.4	49.1	58.5	51.1	52.7	55.8
Good	27.0	18.9	26.4	16.1	17.7	17.6	22.7	28.6	17.2	19.8
Fair	7.9	4.6	6.0	8.1	8.9	13.2	5.8	6.6	6.4	7.3
Poor	0.0	2.2	0.0	0.0	0.3	0.0	1.2	0.0	1.0	0.9
Total	100.1	100.1	100.0	100.0	99.9	100.1	99.9	99.9	100.0	100.0

Note: UO population consists of June 1994 completers

Source: OSSHE Office of Academic Affairs, "One Year Later: The Status of 1994-95 OSSHE Graduates, Survey of Employment and Satisfaction of Graduates of OSSHE Institutions", January 1997.

Table 16

Graduate Comments About Education Quality

Area	% of Total	Tone of Comments		
		Positive %	Negative %	Mixed %
Academic program	73.6	45.8	25.1	29.2
Teaching	14.6	56.6	24.0	19.4
Overall experience	5.0	53.5	23.2	23.2
Practical experience	2.8	36.4	49.1	14.5
Academic advising	1.0	10.0	85.0	5.0
Student services / administration	.7	76.9	15.4	7.7
Student financial issues	.6	76.9	15.4	7.7
University financial issues	.5	100.0	0.0	0.0
Other	1.2	8.7	17.4	73.9

Note: Includes graduates from EOSC, OSU, PSU, SOSC. No comparable data for UO, WOSC, or OIT.